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AMERICAN COUNCIL OF LEARNED SOCIETIES
A MEMBER OF THE INTERNATIONAL UNION OF ACADEMIES

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345 EAST 46th STREET, NEW YORK 17, NEW YORK

THE AMERICAN COUNCIL OF LEARNED SOCIETIES

The American Council of Learned Societies is a private non-profit federation of thirty national scholarly organizations concerned with the humanities and the humanistic aspects of the social sciences.

The object of the American Council of Learned Societies, as set forth in its constitution, is "the advancement of humanistic studies in all fields of learning and the maintenance and strengthening of relations among the national societies devoted to such studies."

The Council was organized in 1919 and incorporated in the District of Columbia in 1924. Its principal support comes from the philanthropic foundations, supplemented, on occasion, by government contracts for specific enterprises.

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THE SCOPE AND ACTIVITIES OF THE JOINT COMMITTEE ON THE NEAR AND MIDDLE EAST

The Joint Committee on the Near and Middle East of the American Council of Learned Societies and the Social Science Research Council was formed in 1959. It succeeded a similar committee of the SSRC which had first been formed in 1951 and reconstituted in 1955; and a committee of the ACLS formed in 1950 but discontinued in 1953. The membership of the Joint Committee during the academic year 1959-60 was as follows:¹

T. Cuyler Young, Princeton University, Chairman

Hamilton A. R. Gibb, Harvard University

Majid Khadduri, School of Advanced International Studies
Johns Hopkins University

Dankwart A. Rustow, Columbia University

William D. Schorger, University of Michigan

Wilfred C. Smith, McGill University

Gustave E. von Grunebaum, University of California
at Los Angeles

Joseph B. Casagrande, SSRC, and Gordon B. Turner, ACLS, served as staff;² the SSRC assumes primary responsibility for staff services for the Joint Committee.

The over-all function of the Joint Committee is the encouragement of research and of training for scholarship in the humanistic and social science disciplines (such as language, linguistics, literature, philology, philosophy, comparative religion, history, psychology, anthropology, political science, sociology, economics, and law) as they relate to the Islamic and contemporary periods of the Near and Middle East. The Joint Committee is conscious of the fact that both the real world and the scholarship that deals with it are interrelated, interlocking totalities; hence no useful purpose would be served by specifying precise or rigid boundaries for the Committee's concerns with regard to historical period, geographical coverage, or disciplinary interest. The Committee's activities relate to a coherent segment of geographic and historical reality: the Near and Middle East from the time of the rise of Islam to the present; and questions of inclusion or exclusion must be decided in the light of the relationship of the particular enterprise or proposal to this central

¹ John A. Wilson, University of Chicago, joins the Committee for 1960-61.

² Rowland L. Mitchell, Jr. succeeds Joseph B. Casagrande for 1960-61.

concern. Division of labor among the various regional committees sponsored jointly by the ACLS and SSRC is obviously a major consideration in determining geographic coverage. Specifically the Committee considers Islamic North Africa as falling within, and the Balkan countries as falling outside, its competence. Pakistan and Muslim India, on the other hand, may for some purposes be considered a part of the Middle East and for some purposes a part of South Asia.

The Joint Committee, like its predecessor, has pursued its central task of encouraging research and training by a variety of methods. It has sponsored conferences in this country, and in one case for American Scholars in the Near East, devoted either to the scholarly study of the Near East in general or to particular disciplines. The Joint Committee has continued the program of the earlier SSRC Committee of awarding from year to year a limited number of grants for research, including travel where appropriate, to established scholars in North America. It has on occasion commissioned reports, surveys, or manuals in subjects considered of crucial importance for research and training. Two areas of particular concern for both the former SSRC Committee and the present Joint Committee have been the improvement of language training and of library services for scholarship relating to the Near and Middle East. The Committee, for example, provided the initial impetus for the establishment of the Five Universities Summer Program in Near Eastern Languages, although that program has been administered independently since its inception in 1956. A report on "The Acquisition and Control of Publications from the Middle East," drawn up at the Committee's request by Mr. David Wilder in 1958, has been informally circulated among interested institutions and organizations. Two *ad hoc* Subcommittees in 1958 and 1959 helped in the formulation of systems of transliteration for Arabic and Persian materials, the former agreed upon and published by the Library of Congress. The establishment in 1960 of two subcommittees, on Middle Eastern Languages and on Middle Eastern Library Resources, is a further indication of the Joint Committee's concern in these two fields. The Language Subcommittee has established close liaison with the Center for Applied Linguistics of the Modern Language Association and with the U. S. Office of Education in connection with the development of Near and Middle Eastern languages under the National Defense Education Act. The Library Subcommittee was constituted jointly with the Association of Research Libraries.

The foregoing listing of Committee activities is meant to be illustrative rather than exhaustive or definitive. The central responsibility of the Committee will remain in the future, as it has been in the past, to encourage to the best of its ability, by any suitable means and within the limits of available resources, the development of humanistic and social science scholarship relating to the Islamic and contemporary Near and Middle East.

A REPORT ON THE ACLS SUMMER INSTITUTES IN THE HUMANITIES FOR HIGH SCHOOL TEACHERS

1960

During the summer of 1960 the ACLS sponsored four institutes for secondary school teachers in the humanities: one in English at the University of Michigan, one in history at Tulane University, one in Latin at the University of Wisconsin, and one in music at Bennington College.

This program was experimental in nature, designed to demonstrate the feasibility of institutes for high school teachers in the humanities and to test techniques and procedures. The ACLS, therefore, set forth the objectives that it hoped would be achieved and laid down certain broad lines of policy, but it left each host institution free to establish its program within this general framework.

The announced goals of the institutes were threefold: (1) to revitalize the high school teacher's interest in his subject by introducing him to new materials and placing him abreast of new scholarly developments in his field, (2) to advance his competence and to stimulate habits of reflective thinking in order to raise the level of his instruction, and (3) to provide him with the tools and techniques necessary to introduce his new knowledge and insights into his classroom teaching.

The ACLS also proposed certain policies and procedures that it considered desirable guidelines, but it recognized that these might not be feasible in all cases, either in terms of the local situation or the funds available, and it offered them as suggestions rather than instructions. These may be summarized as follows:

A. The student body should consist primarily of high school teachers, although it might be advisable to include a few curriculum supervisors and principals. If the latter practice is impossible, administrators should at least be invited to audit the institute or attend for a time as observers. It will do a teacher little good to attend an institute unless the educational attitudes and sympathies of his administrative officers permit him to put his experience into practice. The result, indeed, might be merely to create frustration.

For the same reason, clusters of teachers should be drawn to the institute from the same high school or district, because a group will be more effective than a single individual in subsequently introducing into the classroom the ideas and techniques acquired during the summer.

The ACLS, therefore, suggests that the institute director pursue the following types of procedure in selecting participants: (1) choose a number of high schools in the designated area on the basis of size, quality, and geographic location; (2) visit as many of these schools as possible and explain the program to the principals; (3) interview the

teachers nominated by the principal; and (4) send written invitations with full information about the nature of the institute's program to those teachers whom the interviews have disclosed will be most likely to benefit.

B. The program of an institute should try to do two things: (1) provide instruction and demand work that will in themselves advance the intellectual dimensions and power of the teacher, doing it in such a way that the awarding of academic credit (usually graduate credit) for purposes of salary increment in the teachers' school systems will be thoroughly acceptable; and (2) within the formal courses require readings, assignments, and activities apposite to the teachers' own situations in their high school classes.

The objectives of English, music, art, and other humanities courses in the secondary schools are summarized in the *ACLS Newsletter* in the November 1958 and November 1959 issues. These might well be used as guidelines for the preparation of institute courses.

The curricular structure of an institute might consist of both formal courses and informal discussion groups over a period of six weeks, out of which might come a kind of "demonstration course" that could be translated to the teachers' own high school classes with changes only in language and pace.

C. Institute directors are expected to arrange a follow-up program in order to reinforce the knowledge and stimulation acquired during the summer and especially to ascertain whether the teachers are translating their experiences into practical results in the classroom. Directors, for example, might write to principals and superintendents suggesting ways in which teachers may, upon their return, be put to effective use, not only in curriculum planning and special course arrangements but in sharing with their fellow teachers the lessons learned at the institute. The director might also send out questionnaires in mid-winter and hold meetings in the spring, to determine the practical results that have been achieved. And, finally, he might arrange for some member of the institute staff to visit the teachers' classrooms during the year following the institute. The type of follow-up program will, of course, depend upon the size of the area from which the teachers are drawn, but since this is an experimental program designed to achieve practical results, the follow-up provision is an important feature of the ACLS institutes.

The four institutes conducted last summer attest to both flexibility and the success of the policies and principles outlined above.

Bennington College offered a six-week Music Institute for music instructors and directors selected from Vermont and the adjoining sections of two neighboring states. Announcements of the Institute were sent to 225 eligible teachers and to superintendents and principals. Seventeen participants were selected

on the basis of personal enthusiasm to new ideas, imagination in teaching, musical capability, and sympathetic support by administrators for a challenging musical program.

The staff of the Institute was made up of five members of the Bennington College faculty and six hours of graduate credit were given for successful completion of the program. This compromised three courses: Creative Musical Process, Basic Musical Experience in the Classroom, and Workshop in Group Performance. The Institute sponsored six evening concerts for the benefit of the participants, and the participants themselves presented two concerts in which a large portion of the programs was made up of original compositions they had done for class work.

A constant consideration of both the staff and students was the extent and way in which the Institute could affect the day-to-day practices in the teaching and directing of secondary school music. There were several informal evening meetings at which the staff and participants discussed the validity of the approach of the Institute, the kind of use to which the summer experience might be put in secondary schools, and the possibilities for continuing cooperation during the school year. In order to assess the significance and usefulness of the Institute at some distance the participants will write individual evaluations during the winter holiday and they will hold a reunion in the spring to determine what facets of the Institute program proved useful in the classroom.

It is already apparent, however, that they received a number of new insights and contemporary ideas, and that they welcomed the opportunity not only to learn about recent trends in musical thinking and expression but also to learn new instruments and to practice on them immediately.

The Institute was essentially a means of freeing the musical feelings and minds of the participants from the limitations of customary musical routines with the hope that they as teachers will provide a similar experience for their pupils. It was recognized that the attitude of the school administration as it may respond to parent and community pressure is a sensitive factor in relation to any appreciable change in a school curriculum, and the Director believes that it would be a good idea to plan in the future to invite a few administrators and school board members to participate for a brief time in special orientation classes in the program and philosophy of the Institute.

Tulane University, unlike Bennington, had had several years of experience with summer institutes of this kind. The purpose of the Tulane Institute was the direct and immediate improvement of the teaching of United States history in senior high school. In order to accomplish this the Director developed a new senior high school history course embodying the latest scholarship and a fresh approach to the material, and the participants were then given intensive instruction to enable them to use this new course in their classrooms.

Selecting the twenty participants came close to being a full-time job for the Director because he insisted on handling it in a highly personalized fashion. He traveled to schools recommended initially by the University's Admissions Officer, and he sometimes spent days cultivating the confidence of school administrators. Teachers recommended by the principals were interviewed and told about the Institute. Those who evinced an interest received personal letters and a copy of the syllabus of the new course. They were asked to examine the course and the aims of the Institute and to decide whether it was both desirable and practical for them to participate. In other words, they had an opportunity to see what they would be getting, to evaluate it in connection with their needs, and to make an intelligent decision as to whether it was worthwhile to attend.

As a result the Director assembled about as representative and enthusiastic a group of high school history teachers and administrators as it was possible to bring together. The group included department heads and principals, public and private school teachers, and they came from almost every section of the country. No small part of this success came from the previous three years of experience and from the fact that there were enthusiastic alumni, who recommended candidates, and cooperative schools and school boards willing to pay part or all of the travel expenses of their teachers.

To facilitate administration, the organization of the Institute conformed to the general scheme of the University's summer session and coincided with the first six-week term of that session. There were two formal courses, each bearing three semester hours of graduate credit, and there were four group discussions on general pedagogical problems involved in the introduction of the new course. In addition to the Director, there were two other faculty members from Tulane's history department.

This was the first year that funds were available to conduct a follow-up on the practical application of the new course. This will be done in the spring after enough time has elapsed to give the teachers themselves some idea how successful their efforts have been in teaching the course they prepared during the summer session.

The University of Michigan offered a six-week Institute for teachers of English who had had less than a major in English in college, with the aim of improving their preparation in this subject. For nearly a decade the University's Department of English had been offering special seminars for secondary school teachers of English and for teachers of advanced placement classes. A survey conducted in 1958, however, had indicated that a large number of teachers in the state had less than a college major in English, and it was decided in the 1960 Institute to concentrate upon upgrading the minimally qualified teacher. One purpose of the program, therefore, was to test the possibility of producing substantial gains in the teaching qualifications

and effectiveness of this group through the provision of a concentrated and integrated program.

The curriculum included a course in Practical Criticism, a course in the English Language with emphasis on the structural approach, and a course in Teaching Methods with special attention to composition. This curriculum was based upon three assumptions: (1) that teachers with minimal preparation lack confidence in their ability to analyze literature, and this affects them when they have to teach new literary selections which they did not study in college; (2) that such teachers are even less likely to have had sufficient grounding in the structure of English; and (3) that a teacher with less than a college major is unlikely to have given any thought to the function of English in education, to the general aims of instruction in English, or to the problems of teaching his subject. It was believed that these problems could best be overcome by the three courses named above. The only deficiency in this program experienced during the summer was that the participants needed more practical aid in applying what they learned to classroom situations. An additional two weeks would have been extremely helpful in this connection.

In selecting participants for this Institute, reliance was placed upon nominations by principals and superintendents of high schools in the three neighboring counties. While the fifteen candidates selected were generally of graduate caliber and six hours of graduate credit was given for successful completion of the program, the Director believes that a larger response and a larger panel to select from might have been obtained if an appeal had been made directly to school boards which could have brought pressure to bear on principals and superintendents to nominate candidates.

It is already evident from the participants' comments and the Director's preliminary report that the summer's experience has proven profitable in terms of improved morale and in increased awareness of pedagogical problems and of teaching skill, but the full value of this experiment is being determined now in a follow-up course which all Institute participants agreed to take this fall.

The aims of this course, which meets twelve Saturdays during the current semester, and offers two hours of credit, are to discuss the practical application of methods in the teaching of composition, language (grammar), and literature at the secondary school level, and to prepare and test assignments, teaching plans, syllabi, and other materials.

This course is being taught by one of the Institute instructors who is an expert on the teaching of secondary school English. In the course of this follow-up program he will visit many of the schools involved, discuss local problems with teachers and administrators, and hold class sessions in schools of different types so that members of the group can extend their experience.

The University of Wisconsin's Latin Institute was also of six weeks' duration and selected its participants on nominations from school principals

and superintendents. It drew sixteen teachers from Wisconsin, two from Illinois, and two from Iowa. The Director had expected the Institute membership would be made up exclusively of women, but of the total number fourteen were men whose existence had not been suspected and who were enabled to attend by the financial support that the ACLS provided. The Director is confident that as a result of the summer's experience this group will now remain in secondary school teaching—a development that is heartening in view of the present shortage of Latin teachers.

The announced purpose of the Institute was to offer the participants an opportunity to solve some of their teaching problems; to open to them the wealth of classical civilization, as revealed by the latest research; to suggest how this may be applied to enrich and enliven teaching; and to give them the chance to discuss their work with like-minded persons from a wide variety of backgrounds.

The program, for which three hours of graduate credit was offered, included advanced courses in Vergil and Cicero, a course in mythology, and a course in the linguistic approach to Latin. The group was also broken down into a series of panels that investigated topics of interest to Latin teachers and reported their findings to the class. Throughout the period special emphasis was placed on the oral use of Latin.

The emphasis on Cicero and Vergil is expected to result in many cases in the institution of a third and sometimes a fourth year in the high school where the participant teaches. It is believed that this is imperative if universities are to train a sufficient number of majors in classics to keep up with the growing demand for high school Latin teachers.

Most of the classes stressed a modern approach to the classical field and this proved to be a salutary surprise to some members who had taught for many years without being aware of progress in research in the field. The faculty's ingenuity in adapting conventional textbooks to the approach demanded by descriptive linguistics, and the new approaches to time-worn classical authors and subjects such as Cicero, Vergil, and mythology proved exciting to the majority of the group and can be expected to bear fruit in better-informed and more enthusiastic teaching.

Unlike the other three ACLS institutes which were conducted exclusively by faculty members drawn from the host institutions, with the exception of occasional guest lecturers, one of the four members of the Wisconsin Institute's staff came from a state college in the East, and a second was a Wisconsin high school teacher. In the opinion of the Director, such success as the Institute enjoyed was due in large measure to the fact that he had a seasoned high school teacher on his staff who served as a guarantor to her fellow teachers of the *bona fides* of the university professors involved in the program.

As a follow-up for this Institute, the Director will meet with the Wisconsin participants in early November to learn precisely to what use they

have put the Institute in their teaching, and those from Illinois and Iowa will be reached by correspondence.

A final determination of the results of these four institutes must wait until the follow-up reports have been received, but it is already evident that the ACLS stipends to participants and the varying degrees of financial support it rendered to the host institutions have benefited the former and permitted the latter to conduct successful experiments.

MODIFICATIONS IN REGIONAL ASSOCIATES PROGRAM

Now in its fourth year, the Regional Associates program has served to keep the ACLS in touch with representative colleges and universities in all parts of the country. By reporting on their own and neighboring institutions, the Associates have given the ACLS a wealth of information and opinion on the state of the humanities as viewed by the faculty; and they have helped to make the ACLS and its activities more widely known and understood.

Against these clear benefits the program has shown certain weaknesses. Associates have often indicated their frustration and even exasperation over their efforts to get any news from neighboring institutions; and they have frequently stated their interest in knowing what Associates were sending in from other sections of the country. The ACLS's own utilization of the reports has been uneven, and uneasiness over this fact recently led to a review of the program as a whole.

After careful weighing of the costs and values in the program, the executive staff has decided to continue the operation with certain modifications for at least another year. Every effort will be made to increase the utility of the program to the ACLS and to the regional participants during the year, and they will be asked to join with the staff in its appraisal next fall.

The changes agreed upon are based mainly on comment and proposals that Regional Associates have sent in from time to time. The Associates will no longer have to worry about the delinquency of their correspondents at neighboring colleges since in the future they will be asked to report only on their own institutions. Since this change will limit the ACLS's direct contact to the institutions at which Regional Associates have been appointed, some thirty new institutions will be brought into the scheme each year through rotation. Regional Associates are now being searched out at this number of colleges and universities not previously represented in the program.

In the beginning, Associates were asked for quarterly reports but by mutual consent the number was soon dropped to three and this trend is now being carried a step farther. Each Associate will be given the choice of sending in two reports on December 15 and June 15, or of making a single annual report at the latter date. The nominal fee of \$25 will continue to be paid for each report.

A further change will put Regional Associates in touch with each other as well as with the central office. Following each round of reports, salient information, ideas, and comment sent in from the field will be published and distributed to the Associates and whatever other public may be decided upon. In this way not only will the ACLS be kept informed, but each Associate will receive ideas and information on ends and means that should assist him in his role of agent-general for the humanities on his own campus.

Regional Associates will continue to make their own choice of material and emphasis, although specific questions may be directed to them from time to time. In the past the ACLS has found least useful lists of individual grants and research projects, visiting lecturers, new buildings, etc. The most valuable reports have dealt with scholarly and educational developments in the humanities; changes in curriculum or methods reflecting a change in outlook or educational assumptions; thoughts on the scholar-teacher's chronic lacks of time and money; means of facilitating the pursuit of excellence. In some cases the Regional Associate may wish to include editorial comment not intended for publication, and anything so marked will not be circulated.

Regional Associates will continue to act as ACLS representatives on their respective campuses, and will occasionally be invited to represent the Council at inaugural and other official ceremonies at neighboring institutions. Under the new plan of rotation all new Regional Associates are being given one-year appointments subject to renewal.

ADDITIONAL GRANTS FOR RESEARCH

The following awards under the 1959-60 programs of Grants for Research on Asia and Grants for Research on the Near and Middle East, offered jointly by the ACLS and the Social Science Research Council, were made after publication of lists of award winners in the February 1960 issue of the *Newsletter*:

John B. Cornell, Assistant Professor, Department of Anthropology, University of Texas, for a study of the Outcaste (Eta) community and status in modern Japan.

Robert M. Marsh, Instructor, Department of Sociology, University of Michigan, for continued research on the determinants of bureaucratic advancement in China, late eighteenth and nineteenth centuries.

Herbert F. Schurmann, Associate Professor, Departments of History and Sociology, University of California at Berkeley, for research on ideology and organization in Communist China in preparation for a book on the same subject.

Gholam H. Razi, Assistant Professor of Political Science, University of Houston, for research in Iran on the composition and trends of its political leadership.

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